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| **AUTUMN 1 2024** | | | | | | | |  |
| **SUBJECT** | **WEEK 1** | **WEEK 2**  **Scooter training** | **WEEK 3**  **SCHOOL COUNCIL ELECTIONS** | **WEEK 4** | **WEEK** | **WEEK 6** | **WEEK 7** | **WEEK 8** |
| **READING**  book clip art reading - Clip Art Library  **Girl of Ink and Stars – class reader** | No Lesson due to training days | Using background knowledge to connect to a text | Using background knowledge to connect to a text | Asking questions of a text | Asking questions of a text | Visualising a text | Assessment | Developing inference skills |
| **WRITING**    **INCLUDING GENRE(S)** | **Induction**  **Writing to inform/entertain**  **Class holiday Book**  Sharing Summer holiday stories | **Induction**  **Writing to Persuade**  **School Council Election**  Class Rules (non-negotiables, Mission Statement | **Induction/council**  **Writing to Persuade**  **School Council Election**  School Council Manifesto, speeches | **Black History**  **Writing to Inform**  **Diary**  Life of Ottobah Cugoano | **Black History**  **Writing to Inform**  **Diary**  Life of Ottobah Cugoano | **Black History**  **Writing to Persuade**  **Persuasive report**  Persuasive report for the King to abolish slavery  [Assessed piece] | | **RE block**  **Writing to Inform**  **Non Chron report**  See RE for content. |
| **SPELLING**  spelling clipart - Clip Art Library | **Words with endings that sound like /shuhs/ spelt with –cious**  vicious  gracious  spacious malicious precious conscious delicious suspicious atrocious ferocious | **Words with endings that sound like /shuhs/ spelt with –tious or -ious**  ambitious  cautious  fictitious  infectious nutritious contentious superstitious pretentious  anxious  obnoxious | **Words with the short vowel sound /i/ spelt with y**  symbol  mystery  lyrics  oxygen  symptom  physical  system  typical  crystal  rhythm | **Words with the long vowel sound /i/ spelt with y**  apply  supply  identify  occupy  multiply  rhyme  cycle  python  hygiene  hyphen | **Homophones & near homophones**  past  passed  proceed  precede  aisle  isle  aloud  allowed  affect  effect | **Homophones & near homophones**  farther  father  guessed  guest  heard  herd  led  lead  mourning  morning | **Words with 'silent' letters**  doubt  lamb  debt  thumb  solemn  autumn  column  knight  knuckle  knot | Assessment |
| **GRAMMAR AND PUNCTUATION**  Image result for grammar and punctuation clip art | No Lesson due to training days | Recapping year 4 skills –nouns, verbs, adjectives, adverbs, main clauses | Recapping year 4 skills –recap previous week **coordinating conjunctions to add two main clauses** | Recapping year 4 skills – recap previous week  **Subordinating conjunctions/Subordinate clauses** | Recapping year 4 skills – recap previous week  **Subordinating conjunctions/Subordinate clauses** | Recapping year 4 skills – recap previous week  **Fronted adverbials** | Recapping year 4 skills – recap previous week  **Fronted adverbials** | GPS assessment |
| **MATHS**  Fernvale Primary School Policy - Math Signs Clipart - Full Size Clipart  (#1218141) - PinClipart | **Week 1**  [Unit 1: Place value within 1,000,000 (1)](https://www.activelearnprimary.co.uk/app/plans/powermaths2023/unit/1101147) | **Week 2/3** Unit 2: Place value within 1,000,000 (2) | **Week 2/3** Unit 2: Place value within 1,000,000 (2) | **Week 4/6**  [Unit 3: Addition and subtraction](https://www.activelearnprimary.co.uk/app/plans/powermaths2023/unit/1101149) | **Week 4/6**  [Unit 3: Addition and subtraction](https://www.activelearnprimary.co.uk/app/plans/powermaths2023/unit/1101149) | **Week 4/6**  [Unit 3: Addition and subtraction](https://www.activelearnprimary.co.uk/app/plans/powermaths2023/unit/1101149)  **Week 6/7**  [Unit 4: Multiplication and division (1)](https://www.activelearnprimary.co.uk/app/plans/powermaths2023/unit/1101150) | **Week 6/7**  [Unit 4: Multiplication and division (1)](https://www.activelearnprimary.co.uk/app/plans/powermaths2023/unit/1101150) | **assessment** |
| **LEARN BY HEARTS** | Roman Numerals | Roman Numerals | Rounding | Rounding | Square Numbers | Square Numbers | Cube Numbers | Cube Numbers |
| **SCIENCE** | Explain that unsupported objects fall towards the earth because of the force of gravity acting between the earth and the falling object  Natural History Museum meteorite recovery project | Identify the effects of air resistance and friction, that act between moving surfaces.  What makes the ‘best’ parachute to land safely?  Try a running parachute  Identify the effects of air resistance and friction, that act between moving surfaces.  What makes the ‘best’ parachute to land safely? | | Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.  How can we lift a heavy meteorite? | Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.  What gear should we use to pedal home?  How can we lift the meteorite onto the trailer? | Identify the effects of air resistance and friction, that act between moving surfaces.  Which road is ‘best’ to take?  Tyre friction experiment  *Gears to be looked at in more detail next term in DT* | | Identify the effects of air resistance and friction, that act between moving surfaces.  Water resistance  Which boat should we use? |
| **COMPUTING** | Unit 5.1 – Coding  Coding Efficiently  • To review existing coding knowledge.  • To begin to be able to simplify code.  • To create a playable game. | Unit 5.1 – Coding  Simulating a Physical System  • To understand what a simulation is.  • To program a simulation using 2Code. | Unit 5.1 – Coding  Decomposition and Abstraction  • To know what decomposition and abstraction are in Computer Science. • To take a real-life situation, decompose it and think about the level of abstraction.  • To use decomposition to make a plan of a real-life situation. | Unit 5.1 – Coding  Friction and Functions  • To understand how to use friction in code.  • To begin to understand what a function is and how functions work in code. | Unit 5.1 – Coding  Introducing Strings  • To understand what the different variable types are and how they are used differently.  • To understand how to create a string. | Unit 5.1 – Coding  Text Variables and Concatenation  • To begin to explore text variables when coding.  • To understand what concatenation is and how it works. | Unit 5.2 – Online Safety  Responsibilities and Support when Online  • To gain a greater understanding of the impact that sharing digital content can have. • To review sources of support when using technology. • To review children’ responsibility to one another in their online behaviour. | |
| **HISTORY/**  **GEOGRAPHY**  Image result for history clipartImage result for geography clipart | No Lesson due to training days | HOW IS OUR COUNTRY CHANGING?  To name and locate some key topographical features of the UK and their own region  Using an atlas. | | HOW IS OUR COUNTRY CHANGING?  To understand that local people will have differing opinions about change in their region, and to explain some ways in which development can be sustainable.  Investigate the Olympic Park, London. | HOW IS OUR COUNTRY CHANGING?  To understand that regions change over time and that change is continual.  Look at pre-war Coventry until now. | HOW IS OUR COUNTRY CHANGING?  To explain how the local area has changed and how it might change in the future.  Using a variety of historical maps, identify changes to the local area.  Investigate/ predict what will happen to the area in the future.  Produce a piece of work to show the change that has and may happen to our local area, Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. | | |
| **RE**  Image result for RELIGIOUS EDUCATION CLIPART |  |  |  | **Complete through English lessons in Week 8**  **WHY ARE SOME JOURNEYS AND PLACES SPECIAL?**   * Understand that some places are special to different people. * Understand that some places are important to certain faiths. * Make links with journeys and special places in their own lives. * Be able to say that the Western Wall is a special place for Jews. * Understand how it makes Jewish people feel to visit the Western Wall. * Understand why this is a special place for the Jewish community. * Be able to say that Makkah is a special place for Muslims. * Understand how to prepare for a special journey. * Describe how a visit to Makkah would inspire a Muslim. * Understand that Christians have special places and journeys. * Be able to describe how these affect one’s beliefs. * Understand that Sikhs experience a personal journey of reflection. * Be able to describe why Sikhs might visit Amritsar.   Explain why Jerusalem is special to Christians, Jews and Muslims. | | | | |
| **SPANISH** | No Lesson due to training days | * Revision of numbers 1-31   Inter: La feche: L3 | * Numbers 1-100   Core Vocab and Extras  Los Numeros | * L4Asking and replying to questions   Inter: Me Presento  L2 How are you? | * Asking and replying to questions   Inter: Me Presento  L4 How Old are you | * Revision of classroom instructions and objects   Inter: La Clase  L1   * Revision of classroom instructions and objects   Inter: La Clase   * L2 | | |
| **MUSIC**    Pulse and Rhythm  Listen and Appraise – at the beginning of each lesson (taken from/similar genre ideas from the Model Music Curriculum): | **1812 Overture – Piotr Tchaikovsky 1880**  Discuss the mood od the piece/why it was important for PT to write it and what it meant to the people of Russia to listen to it. | **Clapping Music – Steve Reich 1972**  Play video all the way through and ask pupils to explain what happens (they start in unison, then polyrhythms are formed and then they go back to unison). Explain how he did it (the second clapper starts a quaver later each time until it eventually returns to the original pattern). | **‘Get Down on it’ – Kool and the Gang 1981 (Funk)**  Talk about the history Funk music in more detail. Explain how the band was formed in 1964 and is still going! | **‘Diamonds on the soles of her shoes’ - Ladysmith Black Mambazo and Paul Simon – live at Hyde Park**  What style of music do they think it is. Explain the history behind the collaboration. Show another collaboration with Kate Rusby (a folk singer from Yorkshire, singing ‘We Will Sing’ | **Symphony No 5 – LV Beethoven 1804 (approx.)**  Talk about LVB as a composer and a person. Listen to examples of where the music has been sampled elsewhere: | **‘Don’t forget your old Shipmate’ The Longest Johns (trad-Navy, 19th C)**  Compare to The Wellerman. Do they know anyother sea shanties? What shall we do with the Drunken Sailor. | **‘Taba Naba’ – Trad children’s song from the Torres Strait Islands.**  Show an example of people performing the song and learn some of the actions to go with it. Can they identify the chorus. Compare two performances. | **‘Short Ride in a fast machine’ – John Adams 1986**  What style of music do they think it is. What story is it telling? Look at notes from the BBC Ten Pieces website.  give some information about John Adams and why he wrote the piece. Explain that John Adams is also a Minimalist composer, like Steve Reich – but in a different way. How are they different? |
| **PE**  Real PE – St. Matthew's Primary School, Luton  Core real PE Unit 1  Coordination: Ball Skills Agility: Reaction/Response  **Personal Cog**  **Exceeding**  I see all new challenges as opportunities to learn and develop.  **Expected**  I can persevere with a task and improve my performance through regular practice.  **Emerging**  I know where I am with my learning and I have begun to challenge myself | Real PE  **Warm Up** - All Change  **Game** – Throw tennis  **Skill** – Ball skills  **Review method** – Secret stats | Striking and fielding  **Yorkshire Cricket**  **Schools Support Programme**  Real PE  **Warm Up** - All Change  **Game** – Throw tennis  **Skill** – Ball skills  **Review method** – Secret stats | Striking and fielding  **Yorkshire Cricket**  **Schools Support Programme**  Real PE  **Warm Up** - All Change  **Game** – Throw tennis  **Skill** – Reaction/ response  **Review method** – Secret stats | Striking and fielding  **Yorkshire Cricket**  **Schools Support Programme**  Real PE  **Warm Up** - All Change  **Game** – Throw tennis  **Competition** – Ladder/Bump ladder  **Review method** – Secret stats | Striking and fielding  **Yorkshire Cricket**  **Schools Support Programme**  Real PE  **Warm Up** – Gate Masters  **Game** – Endball  **Competition** – Ball Skills  **Review method** – Secret stats | Striking and fielding  **Yorkshire Cricket**  **Schools Support Programme**  Real PE  **Warm Up** – Gate Masters  **Game** – Endball  **Skill** – Reaction/ response  **Review method** – Secret stats | Striking and fielding  **Yorkshire Cricket**  **Schools Support Programme**  Real PE  **Warm Up** – Gate Masters  **Game** – Endball  **Competition** – Round Robins  **Review method** – Secret stats | Striking and fielding  **Yorkshire Cricket**  **Schools Support Programme**  Real PE  **Warm Up** – Gate Masters  **Game** – Endball  **Competition** – Round Robins  **Review method** – Secret stats |
| **PSHE** |  | **Keeping safe and managing risk**  LESSON ONE  Pupils learn about keeping safe online  Pupils understand that people can be influenced by things online  can explain why what they see online might not be trustworthy  know when and how to report something that makes them feel unsafe or uncomfortable | **Keeping safe and managing risk**  LESSON TWO  Pupils learn that violence within relationships is not acceptable  Pupils know what is meant by domestic violence and abuse  understand that nobody should experience violence within a relationship  know what to do if they experience violence/ where to go for help, advice and support | **Keeping safe and managing risk**  LESSON THREE  Pupils learn about problems that can occur when someone goes missing from home  Pupils understand some of the reasons that might cause a young person to run away or be absent from home  can identify the potential risks and dangers of running away or going missing  know who to talk to if they feel like running away |  |  |  |  |
| **MINDMATE** | **FEELING GOOD & BEING ME:**  **Self-Belief:** I can do...  **Learning outcomes: knowledge**  Pupils will have the opportunity to:   * understand that their actions affect themselves and others * develop self-awareness * understand what is meant by doing the right thing   **Learning outcomes: skills**   * Children can talk about a time when their comfortable or uncomfortable feelings have influenced their thinking and behaviour and have had an impact on those around them.   Children can listen to a friend doing the same. | |  |  |  |  |  |  |
| **ART/DT**  Image result for art clipart    **INCLUDING ARTISTS**  **WHERE APPROPRIATE** | ***Fabric printing and pattern – Kente Cloth African Patterns***  Intro and history. Look at how kenti cloth has appeared in fashion inc.  Louis Vitton AW2021 collection | | Use sketch books to investigate and replicate designs  Look at meaning of designs and use to create patterns that describe them. | Create final design in sketch books Using 3 colours max.  Use ipad to create repeating pattern of final design | Create initial printing block for basic first colour print.  Begin printing. | Add extra detail to printing block and print 2nd colour.  Evaluate and change block. | Print 1st colour early in week  Add detail to block to print second colour on Friday. | Mount work for display. |